



REPUBLIC OF MAURITIUS

Inspiring every child



NINE YEAR SCHOOLING

Inspiring every child



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DOOKUN-LUCHOOMUN
Minister

I am pleased to present this policy document on Nine Years of Continuous Basic Education, which is part of a deep and comprehensive reform agenda long-awaited by the nation at large.

This major reform makes provision for all students to successfully complete nine years of basic schooling. It also intends to make of the whole child development a reality. Indeed, we want every learner emerging from the system to be so inspired as to become a self-motivated individual, an autonomous lifelong learner, a responsible citizen with a strong value base and a productive contributor to society.

Unanimity today exists around the fact that the current system, with its intense competition, has resulted in a percentage of our children not being adequately literate or numerate despite completing 6 years of primary schooling. Yet, paradoxically, it is vital for every learner to complete at least secondary schooling as a foundation for lifelong learning.

The Nine Years of Continuous Basic Education reform which is built on six major pillars, namely, Curriculum Change, Innovative Pedagogies, Meaningful Assessment, Continuous Professional Development, Conducive Learning Environment and System Governance and Accountability, has been subject to a number of consultations with a wide cross-section of stakeholders and other interested parties in the education sector. These included different Unions, PTAs, the Federation of Managers and other Managers of private secondary schools as well as Members of the National Assembly. Consultations had also taken place in Rodrigues and the programme has been peer-reviewed by the World Bank.

It is equally significant to remember that the main concept behind the reform is aligned with the Sustainable Development Goal 4 which is that of ensuring inclusive and equitable quality education for all and promoting lifelong learning.

Hence, by being inclusive and equitable, the new system takes into consideration the development of knowledge, certainly, but also of skills and values - in itself a cardinal necessity for sustainable development.

As Minister of Education concerned about the present and future wellbeing of our learners, I will continue to invest my efforts in their education and training. My Ministry will also create stimulating learning environments in which all students have the opportunity to reach their full potential.

For we owe it to our children.

Table of Contents

1.0	Rationale for the NYCBE Reform	1
1.1	The International Context	5
2.0	The Desired Outcomes of Education	6
2.1	Overall Goals of NYCBE	7
2.2	Specific Objectives of the NYCBE	8
3.0	NYCBE: Making it happen!	9
3.1	Six Fundamental Pillars of the NYCBE	10
3.1.1	Pillar 1: Curricular change	10
3.1.2	Pillar 2: Innovative Pedagogies	11
3.1.3	Pillar 3: Assessment	11
3.1.4	Pillar 4: Continuous Professional Development	11
3.1.5	Pillar 5: The Learning Environment	13
3.1.6	Pillar 6: System Governance and Accountability	14
3.2	Technical and Vocational Education and Training	14
4.0	The Outcomes of the NYCBE Reform	16
5.0	Implementing the NYCBE Reform	18
5.1	The New Education Structure	19
5.2	The Curriculum Framework for Basic Education	22
5.2.1	Core & Non-Core Learning Areas	22
5.2.2	Curriculum in the Extended Four-Year Cycle	24
5.2.3	Early Support Programme	24
5.3	Continuous Professional Development for Increased Learning Effectiveness	25
6.0	The Assessment Framework	26
6.1	National Assessments of Learning at Key Stages	26
6.1.1	Key Stage 1: Primary School Readiness at beginning of Grade 1	26
6.1.2	Key Stage 2: Diagnostic Assessment at beginning of Grade 3	26
6.1.3	Key Stage 3: Assessment at end of Grade 6: Primary School Achievement Certificate	27
6.1.4	Key Stage 4: Assessment at end of Grade 9: National Certificate of Education	27
6.1.5	Key Stage 5: Assessment at end of Grade 11	27
6.1.6	Key Stage 6: Assessment at the end of Grade 13	28

7.0	Modalities for the Lead-up to the Award of the Primary School Achievement Certificate and the National Certificate of Education	29
7.1	The Primary School Achievement Certificate (PSAC)	29
7.1.1	Introducing a Modular Approach to Assessment	30
7.1.2	The Grading System	31
7.2	The National Certificate of Education (NCE)	32
7.2.1	Learning Areas / Subjects to be assessed	33
7.2.2	The Grading System.....	33
8.0	Progression of students across the System	34
8.1	Entry in Secondary Schools	34
8.2	Criteria for Admission to Regional Secondary Schools	34
8.3	Academies	35
8.4	Extended stream	35
8.5	Vocational Training Centres	35
9.0	Institutional Arrangements for Post-Basic Education	36
9.1	Academies	36
9.2	Polytechnics	37
9.2.1	Pathways to Polytechnics	37
10.0	System Governance and Accountability	38
11.0	Managing the Transition	40
11.1	Synoptic presentation of transitional arrangements.....	41
11.2	Implementing the Transition	42
11.2.1	Administrative Arrangements.....	42
12.0	Strategic Framework for implementing NYCBE Reform	43
13.0	Implementation Plan	47

List of Acronyms

BEAP	Basic Education for Africa Programme
CPD	Continuous Professional Development
CPE	Certificate of Primary Education
ECD	Early Childhood Development
ECE	Early Childhood Education
ECCE	Early Childhood Care and Education
FAQ	Frequently Asked Questions
HEP	Holistic Education Programme
HQ	Headquarters
HSC	Higher School Certificate
ICT	Information and Communication Technology
ISCED	International Standard Classification of Education
LDP	Learner Development Profile
MES	Mauritius Examinations Syndicate
MIE	Mauritius Institute of Education
NCE	National Certificate of Education
NCF	National Curriculum Framework
NGO	Non-Government Organisation
NQF	National Qualifications Framework
NYCBE	Nine Year Continuous Basic Education
NYS	Nine Year Schooling
OECD	Organisation for Economic Cooperation and Development
PSAC	Primary School Achievement Certificate
QAID	Quality Assurance and Inspectorate Division
SBA	School-based Assessment
SBIT	School-based In-service Training
SC	School Certificate
SME	Science, Math and English
TVET	Technical and Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation

NYCBE: Situating the Context

1.0 Rationale for the NYCBE Reform



Government presented to the nation its vision for a new Mauritius, one based on the country's transformation "into a truly forward looking, environmentally sustainable, economically vibrant and innovative country with modern infrastructure, global connectivity, high skills and technology" (Government Programme 2015-2019). This vision was more explicitly presented in the Government's Economic Mission Statement – that of making Mauritius attain high income country status by 2030.

Achieving this goal will require an economic model of development that is socially inclusive and that will be driven by knowledge, technology and innovation. In this model, the higher education sector is called upon to emerge as a strong pillar supporting an economy with robust growth. However, the supply of highly-skilled human resource to achieve

Vision 2030 will require reforms that will contribute to improving the quality and relevance of the current education and training system.

The focus will thus have to be on

- (i) enhancing the quality of basic education - low standards of which being the root cause of unskilled labour, unemployment and rising inequality, and
- (ii) improving access and relevance to TVET, including Polytechnic Education, and higher education programmes aligned to the economic needs of the country.

Moreover, today's education system is called upon to prepare our youth for a society increasingly dominated by an accelerated pace of technology-inspired change, coupled with new challenges and uncertainties.

The requirements of the 21st Century workplace will consequently no longer be on the basis of what new recruits know but more likely on what they can do with what they know.

Hence, while literacy and numeracy skills remain important, these will no longer be sufficient. Our education system needs to develop a generation of young adults equipped with the right knowledge, skills, attitude and values and with the following core competencies: critical thinking skills, adaptability and creativity, ability to work collaboratively, good communications skills and fluency in ICT.

Different reports have over the years highlighted some of the inherent weaknesses of the current system of education. Briefly put, it is noticeable that, while there is near universal enrolment at both pre-primary and primary levels, a high transition rate to the secondary level and gender parity in school enrolment, there is a gap in so far as pupil learning is concerned.

In fact, a significant proportion of children fails to acquire a minimum level of learning achievement, with a high percentage of 15 year olds not reaching the international threshold of basic skills level. This has resulted in Mauritius not comparing favourably with its peer upper middle income countries.

It is a well-known fact that the national wealth of a country is closely associated to the skills level of its workforce. There is a growing body of knowledge from international student assessments that reflects the link between test scores and economic growth. The better the performance, the higher the gains in terms of economic prosperity¹. The number of years of schooling is seen to have little impact on economic growth as it does not necessarily guarantee that learning has effectively taken place (Figure 1). This proves that quantity alone is not sufficient but it is the quality of learning that contributes to economic growth.

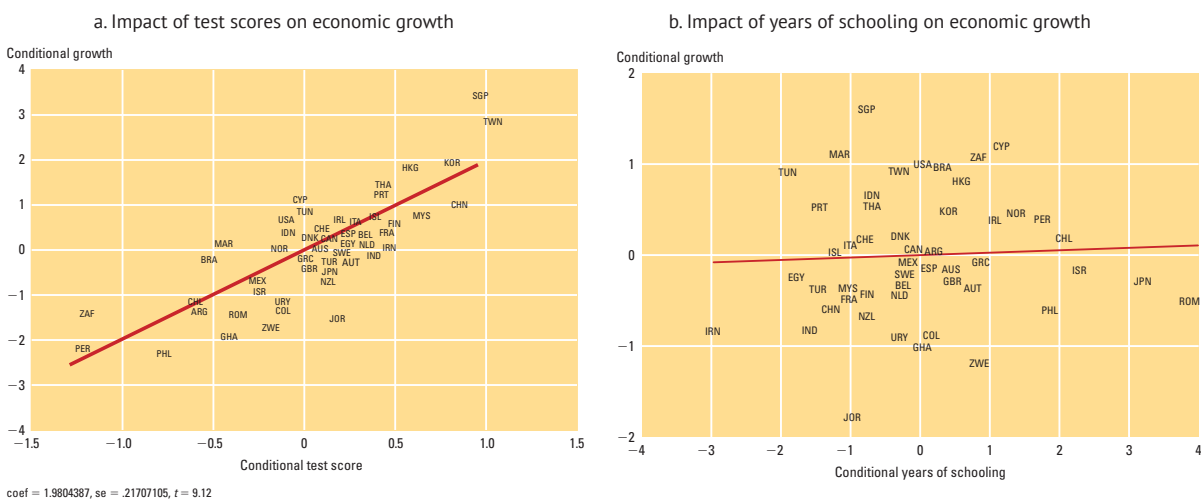


Figure 1: Impact of test scores and years of schooling on economic growth



Mauritius is still wrestling with issues that were raised many years ago – the salient one being the excessive competition generated at the Certificate of Primary Education (CPE) examinations that distorts the sub-sector, distracts attention from the school-supported overall development of the children, brands for life some learners as failures and hence marginalises a significant proportion of our future human resources.

Equally, while the international trend has been to shift vocational education to the upper secondary level, CPE failures have been canalized to pre-vocational education

that does not guarantee a solid foundation for future learning.

Again, despite much evolution in the TVET sector, it still suffers from the stigma of a track fit for the academically less able.

The system now faces a growing demand for a major improvement in learner performance and learning outcomes.

What is needed is a comprehensive basic education that rids the system of barriers that hamper smooth progression to higher levels of learning and provides all students with the opportunity to acquire the relevant

UNESCO's Basic Education for Africa Program (BEAP) has this to say:

“Instead of equipping a narrowly selected elite for further academic education, the role ascribed to basic education becomes that of preparing an entire age group for integration into adult society (life skills, key competencies and citizenship education), into the world of work (core generic skills) and for further studies as applicable in a general perspective of lifelong learning (learnability). There is also a need to accommodate problem-solving skills, civic and citizenship education, team work and ICT within the curriculum, as well as international language mastery, and math and science skills.”



set of knowledge and skills and attitudes that will guarantee success in future education and, later, in their professional lives.

The Nine Year Continuous Basic Education (NYCBE)² (also commonly referred to as the Nine Year Schooling - NYS) is part of a whole set of reforms aimed at strategically transforming the education system.

Thus, it addresses the distortion of learning that has become commonplace in the system. It eliminates the instrument that breeds the current unhealthy competition at an early age (A+ Grade as a determinant for entry in National Colleges) and posits the transformation of perceived elite

secondary institutions into Upper Secondary institutions.

Hence, in the name of equity, the NYCBE makes provision for all students to complete nine years of basic schooling that allows them a choice among multiple pathways for their progression through the system.

The NYCBE will ensure that all youth reach at least the basic skills level as per international benchmark by 2030. The economic stakes of raising learning outcomes under the NYCBE reform are high for Mauritius by virtue of the latter's direct positive impact on economic growth. This is an ambitious but feasible target. Raising learning outcomes is thus an urgent priority for the country.

1.1 The International Context

The provision of Nine Year Continuous Basic Education is in line with the international commitment to the UN Sustainable Development Goals, more specifically, Goal 4 on Education which is to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

International commitment has also been taken to achieve the targets of Education 2030, one of which is to “ensure the provision of 12 years

of free, publicly funded, equitable quality primary and secondary education, of which at least nine years are compulsory, leading to relevant learning outcomes”.³

The NYCBE is not a new concept. Deeply concerned about the quality of their schooling, many highly developed countries have the equivalent of a 9 to 10 year basic education cycle where a common core curriculum is offered to all children during this stage. These countries have replaced traditional high-stake selective examinations (that restrict progress from primary to lower secondary education) by criterion-based learning assessments nationally designed or internationally comparable.

Such a system also postpones the channeling of students toward vocational courses until completion of basic education.

For Mauritius, this concept is not in contradiction with the policy of compulsory education till age 16. A student will legally not leave the education system before the age of 16 which theoretically corresponds to eleven years of schooling.

The first nine years of these will be the continuous basic education cycle that lays down a solid foundation for success at the end of the compulsory education period and beyond.



Section 2

2.0 The Desired Outcomes of Education



Central to the reforms in the Mauritian Education and Training system is the inalienable concern for sustainability. The person emerging from this system will be capable of living a fulfilled life as an individual, but also aware of her future role as a citizen and living up to the variegated responsibilities arising therefrom.

The expectation accordingly is that the young adult emerges from the new education system as

– a socially and emotionally well-balanced and self-motivated individual with a heightened sense of integrity and self-respect, an autonomous lifelong learner confident in the use of all accumulated knowledge and in engaging in new ways of creative and critical thinking, thereby acting as a change agent.

– an informed and empowered citizen endowed with the right attitudes and values for sound and healthy living in diversified multicultural settings and societies, whether in Mauritius or outside, shows appurtenance to and concern for the community, assumes a staunch stewardship of the environment and is an upholder of values and beliefs intrinsic to a democratic way of life.

– a productive contributor to society, demonstrates aptly the ability to work with new tools, communicates effectively, works collaboratively in teams and has the resilience to adapt to constantly evolving work and social environments and an effective and resourceful participant in the global economy.

2.1 Overall Goals of NYCBE

The NYCBE reform has both quantitative and qualitative goals.

In the current system, some students drop out during the early years of secondary education, with typically an estimated 28 percent of pre-vocational students failing to make it to the end of that programme.

The quantitative goal therefore is to ensure that all children successfully complete the basic education cycle and then move on to upper secondary via different pathways— general, vocational, or technical. This would then open avenues leading to further and tertiary education.

The qualitative goal of NYCBE is to equip students with relevant skills and improve learning outcomes for all. This is, in fact, a more challenging goal than simply expanding coverage, especially in light of current low levels of achievement.

The overall goals of NYCBE reform can thus be summarized as ensuring that ALL of our children

1. complete 9 years of quality basic education and achieve relevant learning outcomes; and
2. successfully complete the secondary education cycle, whether General or Technical.



2.2 Specific Objectives of the NYCBE

The Nine Year Continuous Basic Education is grounded in a holistic philosophy that emphasizes both greater equity and equality of learning opportunities to all students for them to unlock their true potential, regardless of geographical location or socio-economic background.

This applies equally to student segments within the school-going population with specific needs, both cognitive and impairment-related, who require even more support.

The specific objectives of the NYCBE are accordingly to

1. Equip all students with knowledge, foundational skills and attitudes that will guarantee success to all in their future learning. This has to start right from the early childhood phase.
2. Inculcate in all students a set of values and a strong sense of moral responsibility and belonging to the country.
3. Promote the holistic and integral development of learners.
4. Provide learning opportunities to all students, including those with special education needs, for them to attain high levels of achievement according to their abilities and strengths.
5. Achieve a smooth transition to and completion of secondary education.
6. Give greater recognition to the value of TVET in building human capital that will spearhead the transformation of the Republic into a knowledge-based, skills-driven economy.



3.0 NYCBE : Making it happen



The Nine Year Continuous Basic Education reform adopts a systemic and holistic approach to the transformation of the education system. More specifically, there are six driving forces that are essential to the emergence of a better learning system. Mutually supportive and inter-related, these forces have to be mobilised and factored in concurrently so as to have the desired impact on the teaching and learning process.

Thus, the NYCBE reform agenda rests on a careful alignment of 6 fundamental pillars, namely,

Curricular Change

Innovative Pedagogies

Assessment

Continuous Professional Development

Learning Environment

System Governance and Accountability

3.1 Six Fundamental Pillars

3.1.1 Pillar 1: Curricular Change

The curriculum as the instrument that translates desired outcomes of education into school programmes will be so designed as to be comprehensive and well-balanced, spanning over nine years of study to ensure continuity in learning.

Because all children have to be supported in their acquisition of basic competencies, the curriculum will recognize and accommodate the diversity in learner abilities, aptitudes and interest and also make space for learners needing special support.

All learners will follow the same curriculum over the nine year period.

As importantly, the curriculum will provide for learning experiences that cater for the holistic

development of learners. These will enhance their creative and expressive capacities as well as their social and emotional well-being. They will equally shape their personal and social identity while reinforcing a strong sense of civic responsibility, entrepreneurship skills, environmental awareness and developing the spirit of teamwork and instil the value of excellence.

Greater emphasis will be laid on the acquisition of higher order skills that are at the core of problem-solving and critical thinking capabilities.

The Curriculum will establish learning standards to be achieved at each grade level against which learning outcomes will be assessed.



3.1.2 Pillar 2: Innovative Pedagogies

Implementing the NYCBE will require innovative pedagogical approaches where teaching is curriculum-driven and not assessment-driven, as is currently the case. In the name of equity, pedagogies will have to respond to diverse learners and their diverse learning needs and paces.

Teaching strategies will shift from the directive to learner-centered ones, such that learners get to be engaged in the learning process, become self-directed and autonomous and are involved in active and collaborative learning.

Also, at a time when technology and e-learning resources have already made their way into schools, IT-mediated learning will increasingly become the enabler for heightened learner curiosity and enhanced independent learning.

3.1.3 Pillar 3: Assessment

There is universal recognition of the potential for classroom assessment to influence learning and to allow teachers to evaluate whether learning has (or has not) taken place. The student's level of knowledge, skill or achievement can thus be soundly gauged for relevant and in-time remediation, where and when necessary.

High stake testing and examinations that characterise the system at present create undue stress on learners. A wide range of alternative modes

of assessments will henceforth be at the core of teaching and learning.

To reduce over-emphasis on examinations, a system of continuous assessment for formative purposes and school-based assessment (SBA) to complement end-of-year assessment will be introduced.

A modular approach to assessment will also be introduced in the system with a view to reducing examination pressure arising out of the traditional one-off form of assessment.

3.1.4 Pillar 4: Continuous Professional Development

Teachers are the most important within-school factor that can directly improve learner achievement. The international evidence is clear that, at the heart of "what works" in the classroom is the effective teacher. Qualifications matter but are not a sufficient criterion of teacher effectiveness as evidenced by the differences between teachers despite them being well qualified.

Educators hence need to be prepared to deliver the curriculum effectively. They must be empowered to cope with students' learning demands, step into the digital learning environment with confidence, embed 21st century knowledge and skills in their practice, adopt new assessment strategies and respond to their changing role and responsibilities as society evolves. Such empowerment comes by way of continuous training, support, provision of relevant materials and positive learning envi-

ronment for them to address both the cognitive and affective needs of learners.

Evidence also shows that high-performing school systems use a panoply of measures to strengthen the pedagogical capabilities of teachers, including through collaborative practices among teachers within and

across schools, the development of a community of practice, mentoring, and the like.

Major steps will be taken to improve the quality of teaching by strengthening the professional development of teachers. The aim is to foster a culture of learning among teachers as a professional ethic.





3.1.5 Pillar 5: The Learning Environment

The learning environment is a key component to support the reform initiative. Physical infrastructure is crucial, but the learning environment goes beyond the bricks and mortar. The presence in schools of new technologies that support innovative pedagogies and actively engage students in their learning has become undisputable. These technologies redefine classroom boundaries and connect students globally through interactive learning platforms.

In addition, the learning environment must support the emotional, social and physical well-being of learners.

Such an environment is at once an enabler and a motivator for teachers and learners to engage in pedagogical flexibility and collaborative learning respectively, with a suitable backup in terms of resources, including e-learning materials.

Further, in view of the natural demographic change with its downward trend, school population is also on the decline. Currently, school population has been officially capped at a maximum of 1,400 per secondary school. This ceiling is called upon to be further lowered to 1100 in the medium term. Reduced class sizes will become the norm, resulting in a positive impact on learning environment and teaching-learning transactions.

3.1.6 Pillar 6: System Governance and Accountability

The major underlying principle behind the successful implementation of the NYCBE-student learning—will require a greater degree of accountability from the education system as a whole.

This necessitates a clear definition of roles and responsibilities of all stakeholders at all levels, starting from Ministry HQs and parastatals through the Zone Directorates to the Schools. But not only: every person in the system has to be held accountable for accomplishing her assigned task.

However, today's reality demonstrates that publicly-funded schools are not directly accountable to their clients, i.e., the students and their parents.

Hence, accountability for student learning has to be increasingly made to shift to schools – in short, closest to the place where learning takes place.

This will have implications in terms of clear policy goals at different levels:

- (i) Effectiveness in educational delivery is best ensured through a greater degree of autonomy to schools. With more responsibility for academic outcomes, schools will consequently have more management discretion to introduce new methods of teaching and learning, sometimes collaboratively with other schools in their Zones.
- (ii) Wide scale institutional reform and pedagogic change will equally require a greater degree of devolution to the Zones.
- (iii) The institutionalization of an inbuilt system of monitoring and evaluation will have to become an inescapable corollary to programmatic and organizational reform.

Enforcing greater accountability at the level of the different Units within the education system becomes then an imperative and a pre-requisite so as to deliver on the 15-year horizon drawn in the Government's Vision 2030 and on the 2030 Global Goal on Education universally adhered to by the international community.

3.2 Technical and Vocational Education and Training

The introduction of the nine year continuous basic education will lay a strong foundation for all further learning. This will be a systemic reform that will cater for the diverse interests and learning needs of all children and help prepare and empower students for the changing economic landscape..

Technical and Vocational Education & Training (TVET) has an important

role in the reform process. Evidence from most industrialized countries has shown the extent to which TVET has helped produce the skilled workforce that underpins industry and boosts economic growth. However, in Mauritius, despite its proven relevance to employment and the high priority policy status, it fails to attract talented students and is viewed as playing second fiddle to General Education..



This trend has to be reversed.

Entry to TVET will hence be delayed until after the end of basic education (with the elimination of pre-vocational education).

Again, vocational courses will be run in training centres that will have their infrastructure modernized and equipped with state-of-the-art technology. This stream will be able to hold its own and attract learners to such vocational programmes on their own merit. It will also open the pathway for trainees to move on to Polytechnic education.

In addition to addressing the need for new infrastructure and the elaboration of more relevant curricula, its provision will be expanded to allow greater numbers

of youth to take advantage of its benefits. With technical education being jointly delivered **with general education in secondary schools**, it will be an attractive educational option providing a viable pathway for the acquisition of skills and competencies.

This will also lead to the expansion and upgrading of TVET while closer attention will be paid to restructuring the connection between secondary and further education.

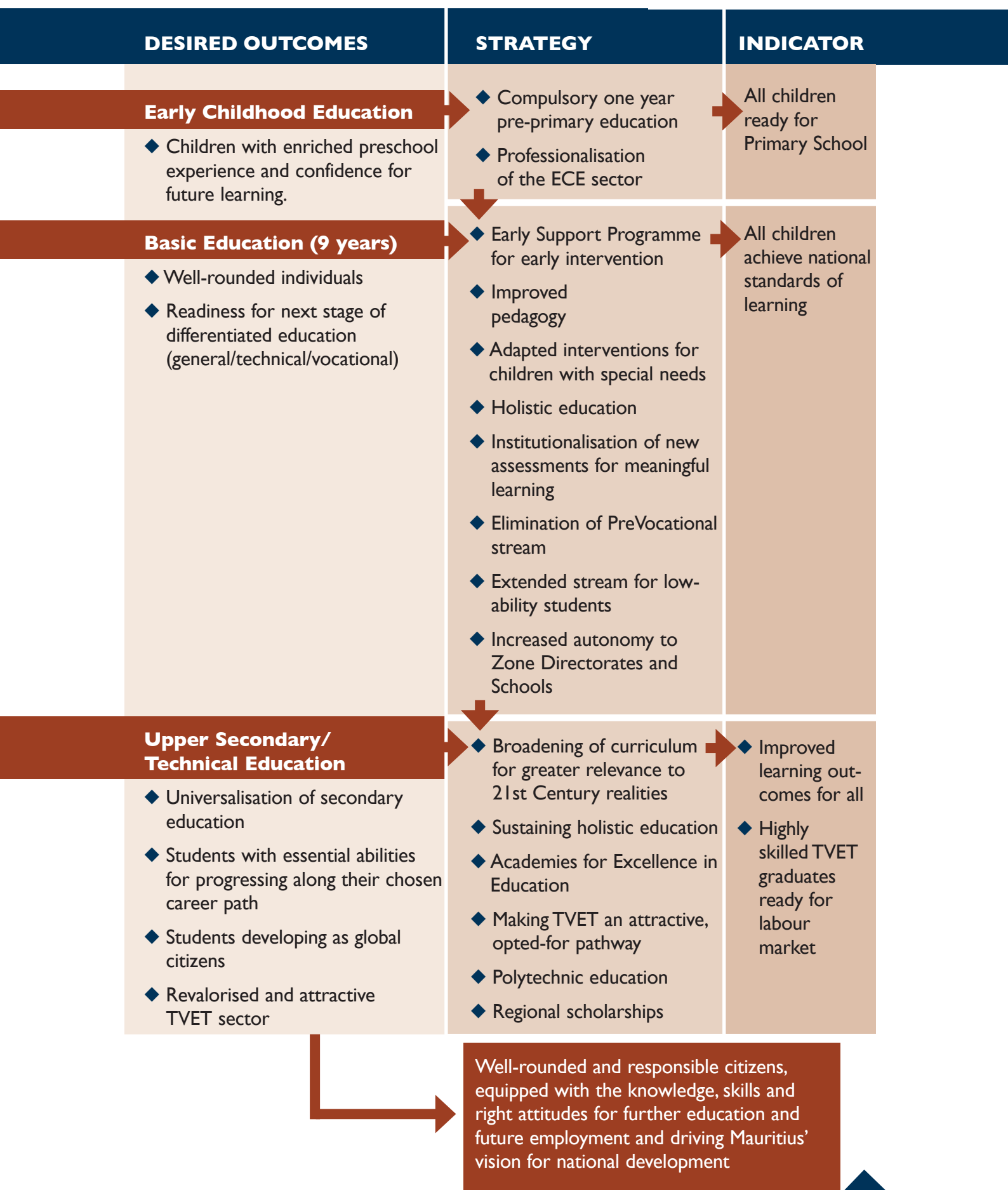
Learning pathways will thus be established with articulation of TVET with secondary and tertiary education along with the introduction of Polytechnics. The goal is to have TVET recognised as a prestigious mode of learning capable of attracting quality trainees.

4.0 The Outcomes of the NYCBE Reform

The far-reaching impact of education reforms can only be felt in the medium to long term. Similarly, the outcomes of the NYCBE are defined here keeping in view that the results that will emerge from its implementation will not be immediately measurable. These will require a time span of some 15 years to present a realistic picture of the achievement levels and standards learners will have achieved.

The Outcomes defined in broad terms are the following:

- ◆ All learners leaving the pre-primary sector are ready for a sound primary school experience.
- ◆ All children complete the NYCBE and have the foundational skills and attitudes for upper secondary schooling.
- ◆ Universal Secondary education is achieved with all students completing secondary education leading to relevant and effective learning outcomes. Schools are successful in providing a fulsome education for an enhanced all-round and holistic development and all learners acquire the appropriate knowledge, skills and values.
- ◆ The system successfully attracts many of the best and highly qualified graduates to the teaching profession.
- ◆ All schools are accountable for student learning as per clearly defined criteria/ parameters
- ◆ All graduates emerging from the TVET stream are highly skilled and ready for employment.
- ◆ There is a two-fold increase in the percentage of the cohort that pursues post-secondary education.



Section 5

NYCBE: Implementation Process

5.0 Implementing the NYCBE Reform



In keeping with the International Standard Classification of Education (ISCED), basic education, which corresponds to the first 9 years of formal schooling, is made up of two levels. Level 1 corresponds to the first six years of primary schooling while the remaining three years (Level 2) correspond to lower secondary education (where teaching is more subject-focused, requiring specialized teachers).

- ◆ The first six years of basic education (Grades 4 1-6) will be taught in primary schools.
- ◆ The last three years of basic education (Grades 7-9) will be taught in secondary schools and correspond to lower secondary education.
- ◆ Grades 10-11 will be taught in secondary schools.
- ◆ Grades 12-13 will be taught in secondary schools.

4 Change in terminology: “Standards” will henceforth be replaced by “Grades”.

5.1 The New Education Structure

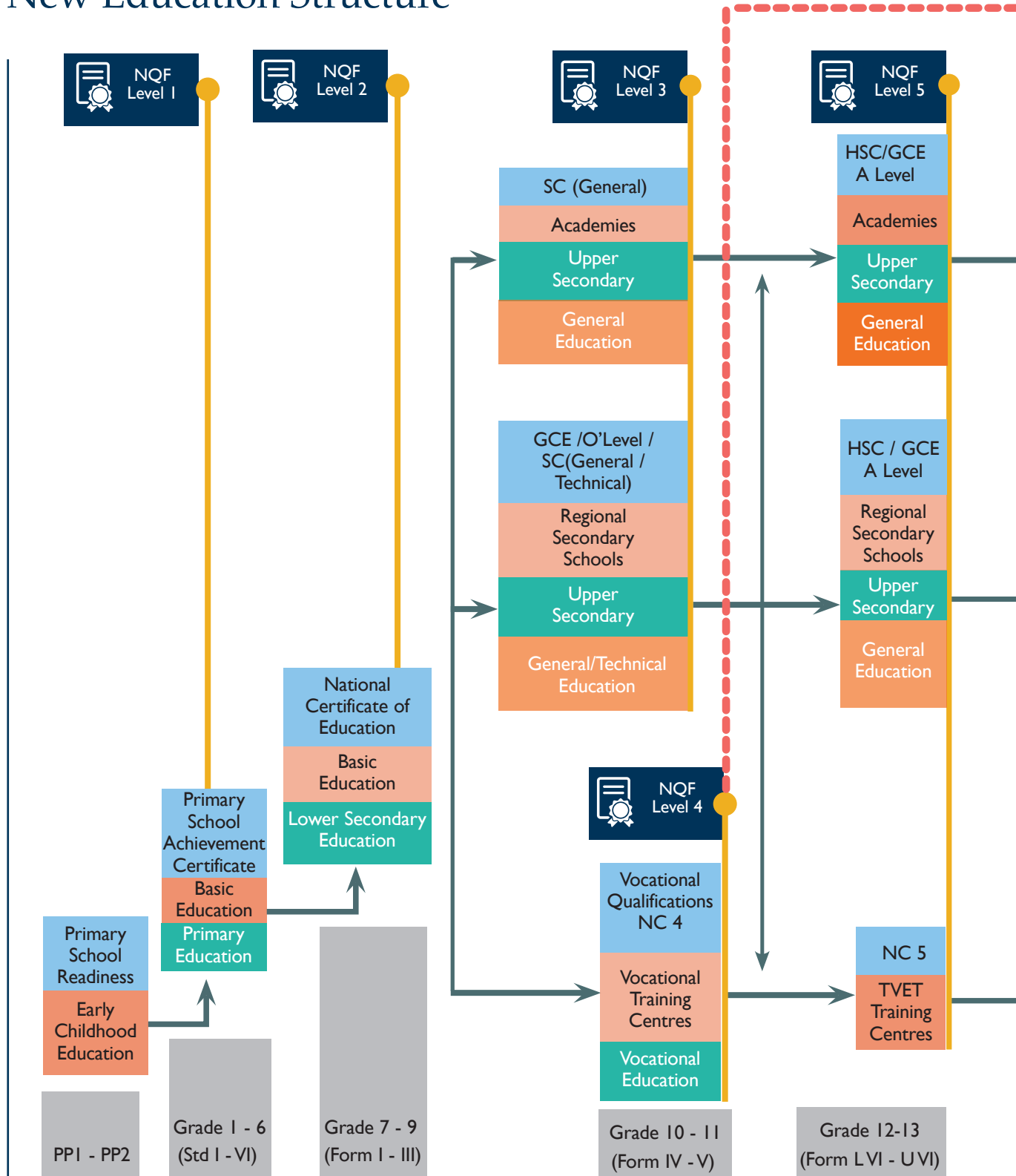
To implement the Nine Year Schooling system, a new Education Structure has been elaborated as per the following stages:

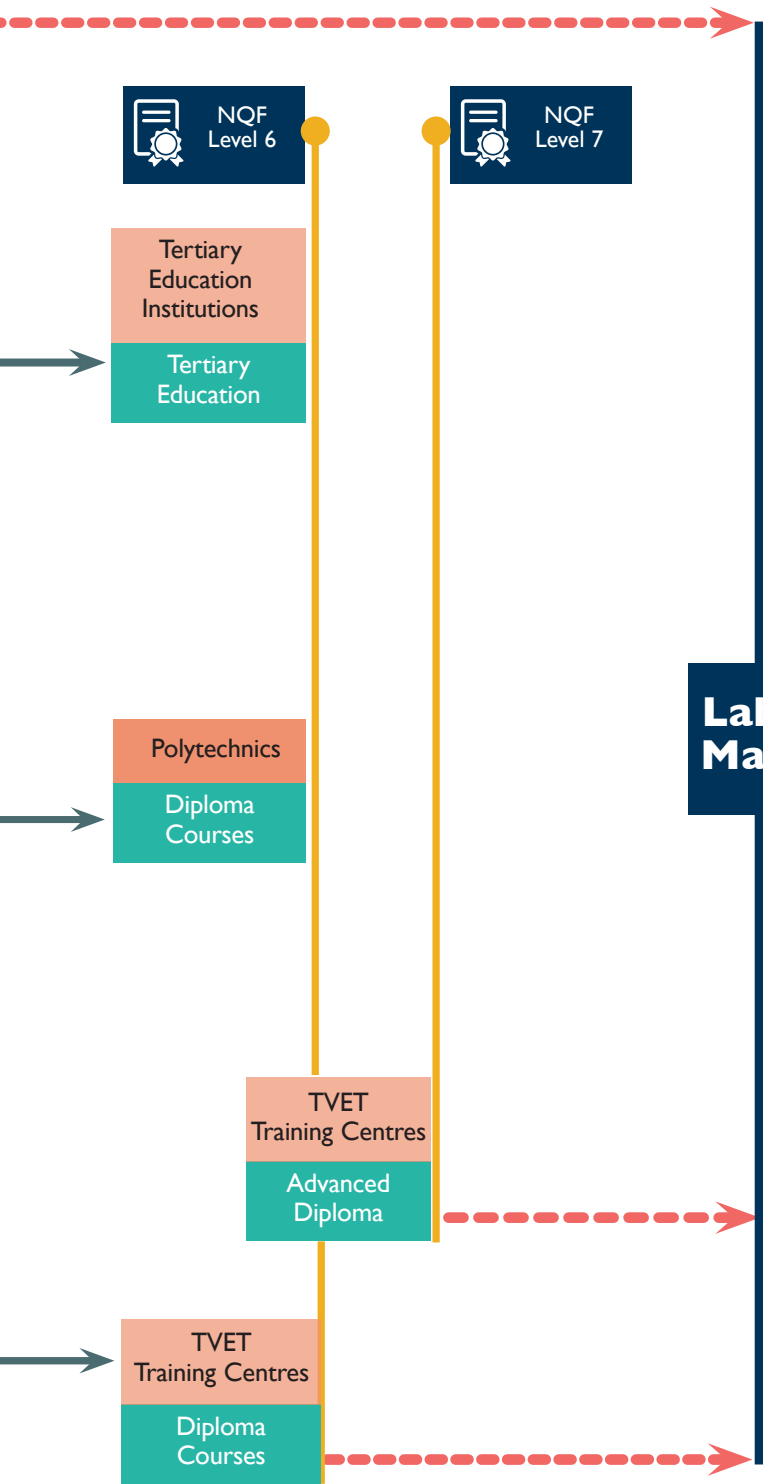
- 1** Early Childhood Care and Education - duration 2 years (ages 3-4 years).
- 2** Basic Education - duration 9 years (ages 5-14 years).
- 3** Post Basic Education/ Upper Secondary - duration 4 years (ages 14-18 years).
- 4** Post-Secondary and Higher Education: duration at least two years (above 18 years).

The pictogram overleaf clarifies the framework further.



New Education Structure



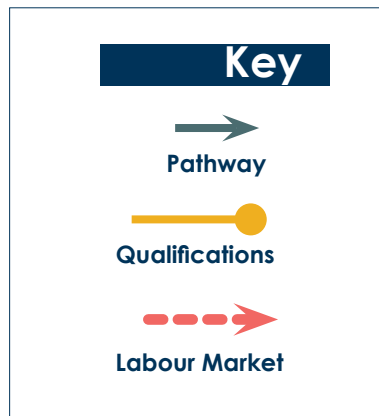


The NYCBE is premised on the necessity to ensure a seamless progression of learners across the levels. Thus, all children entering primary will, after six years of study, move on for three years of Lower Secondary education and hence complete the nine year cycle of basic education.

From there onwards, new pathways and opportunities will be open to them: learners will opt to pursue their secondary schooling in either general or technical education. The new system places a value-adding dimension to technical education so that its traditional image as a track fit for the academically less able is done away with.

A strong technical stream in secondary schools will encourage its uptake by choice and not by default. Pathways are also established that will lead to post-secondary and higher education.

Labour Market



5.2 The Curriculum Framework for Basic Education

A comprehensive and well-balanced curriculum, spanning over 9 years of schooling will be so designed as to

- ensure continuity in learning;
- make space for the holistic development of learners through enhancing their creative and expressive capacities and shaping their personal and social identity; and
- cater for those learners needing special support.
- This new Curriculum will comprise a mix of cognitive and non-cognitive learning domains.



5.2.1 Core & Non-Core Learning Areas

Curriculum for Grades 1-9

- ◆ **At Grades 1-6**, the curriculum will henceforth comprise core and non-core learning areas
 - **Core learning areas:** English, French, Math, Science, History & Geography and Asian languages/ Arabic /Kreol Morisien
 - **Non-core learning areas:** Physical Education, Civic and Values Education, IT Skills, Communication Skills and the Arts including Music, Dance, Painting, and Drama etc. Other areas will be introduced as per felt needs.

- The Arts will be taught by Resource Persons/Specialist teachers.
- A set of planned co-curricular activities will be an integral part of the curriculum.

To reflect the overall development of learners, pupils will be assessed in both core and non-core subjects/ learning areas.

- ◆ The last three years of the basic education cycle (Grades 7-9), equivalent to the lower second-

ary education cycle, will expose students to a wide spectrum of learning experiences to prepare them for:

- their holistic and integral development;
- the start of their adolescence on a sound basis;
- a smooth transition to upper secondary education; and
- defining the appropriate orientation choices at upper secondary.



5.2.2 Curriculum in the Extended Four-Year Cycle

Greater flexibility in the curriculum at Lower Secondary will make space for accommodating students of different abilities, aptitudes and with different learning paces.

Students with learning difficulties will hence follow an extended four-

year cycle and in smaller class sizes, thereby allowing them more time to develop the essential competencies of basic education.

The pre-vocational education stream will no longer exist as all learners will follow the same NYCBE curriculum.



5.2.3 Early Support Programme

One objective of the NYCBE reform is to ensure mastery of those competencies that will ease transition for all to upper secondary education. For this to happen, learning gaps have to be detected as early as possible and remedial measures taken as soon as learning difficulties are identified. Failure to intervene early leads to an accumulation of learning deficits that becomes very difficult and costly to compensate for in later years.

Accordingly,

◆ Pupils requiring remediation will

receive special coaching during school hours.

- ◆ Support Teachers/paraprofessional educators will be recruited and trained to assist the class teacher in teaching pupils facing learning difficulties.
- ◆ A remedial education plan will be jointly developed by the Support Teacher and the class teacher for every pupil so as to guide appropriate action, thus ensuring reintegration of the pupil in the mainstream.

5.3 Continuous Professional Development for Increased Learning Effectiveness



All Educators will have a specified number of hours of professional development that will sustain their mastery of knowledge and enhance their pedagogical skills for the effective delivery of the curriculum.

The following measures will be implemented:

- ◆ Pre-service training will be mandatory for all Educators.
- ◆ On completion of their training, new teachers will be properly inducted and mentored by experienced teachers to properly mould their outlook towards teaching and their future professional identity.
- ◆ Teacher professional standards will be elaborated in line with international good practices in the domain to guide the development of teachers throughout their career.
- ◆ Teachers' professional competence will be continually improved in pedagogy, instructional skills, classroom practices and adolescent development.
- ◆ Conditions will be created and facilitation measures set up so as to introduce and sustain a culture of sharing through the establishment of a community of good practice within and across schools.
- ◆ The teaching community will be made proficient in the mastery of digital tools so as to foster a learner-centered and participatory approach in teaching.
- ◆ Teachers' competence will be so strengthened as to enable their learners to take responsibility for their own learning. Learners will set targets for their learning and work towards their attainment.
- ◆ A Teachers' Council will be set up for improved professionalisation.

Continuous Professional Development programmes will also focus on the strengthening of the leadership capacity of Heads of Schools such that they can become more effective instructional and transformational leaders.

Section 6

6.0 The Assessment Framework

Doing away with some of the pressure resulting from the current regime of high stake assessment and examination underscores the necessity to introduce alternate forms of assessment, one of which is the School-Based Assessment (SBA).

School-Based Assessment has the potential of not only reducing examination pressure but also helping towards the development of the whole-person. It thus allows for assessment in some desirable learning areas that are not amenable to traditional forms of assessments.

Continuous Assessment will be an important component of assessment throughout the system. It will act as a diagnostic and formative tool for teachers to enable them to cater for differentiated learning needs of pupils.

The Learner Development Profile (LDP), introduced for every child as from pre-primary, will be carried forward to Grade 1 onwards so as to keep track of her learning trajectory over the nine years of basic education. All parents will have access to this LDP to enable them to follow their child's progress.

6.1 National Assessments of Learning at Key Stages

National Assessments for and of learning will take place at different key stages in the system. These will, among other things, provide feedback to the various stakeholders who are the individual learners themselves, teachers, schools, parents, the wider education system, employers, and to society at large.

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6.1.1 Key Stage 1: Primary School Readiness at beginning of Grade 1

At this stage, it is crucial to determine how successfully children make the transition from their pre-school expe-

rience to the primary school set up.

Their readiness for primary schooling will be gauged through the LDP.

Primary School Readiness has a direct bearing on teaching and learning at Grade 1, the foundation year which is designed to level the playing field through in-time remediation and thus close potential learning gaps.

6.1.2 Key Stage 2: Diagnostic Assessment at beginning of Grade 3

A Diagnostic Assessment, as an evaluation tool, will be administered at the beginning of Grade 3 to identify learning deficits of pupils after two years of primary schooling.

Findings from the Diagnostic Assessment will enable child-centered focused remedial work to be undertaken and also allow progress to be recorded.



6.1.3 Key Stage 3: Assessment at end of Grade 6: Primary School Achievement Certificate

The current CPE examination will be replaced by a new mode of assessment, the

Primary School Achievement Certificate (PSAC) that will assess learners holistically.

Assessment leading to the PSAC will thus also comprise a School-Based Assessment component.

The PSAC will equally take a modular approach to reduce undue stress resulting from all assessments taken solely at the end of Grade 6.

6.1.4 Key Stage 4: Assessment at end of Grade 9: National Certificate of Education

At the end of Grade 9, students take a national assessment, the **National Certificate of Education (NCE)**. This will serve for progression of students to upper secondary and orientation to either general or technical or vocational education. **National Assessments at Key Stages 3 & 4 will be set and marked by MES.**

6.1.5 Key Stage 5: Assessment at end of Grade 11

The first two years of upper secondary (Grades 10 & 11) lead to a School Certificate (SC)/ O-Level qualification pitched at level 3 on the NQF.

Students will be awarded an SC/O-level or an SC Technical or, again, a National Vocational Qualification.

They will then have the option of either

- (i) moving on to HSC or
- (ii) entering into training centres/Polytechnics for technical diplomas, or again,
- (iii) entering the labour market

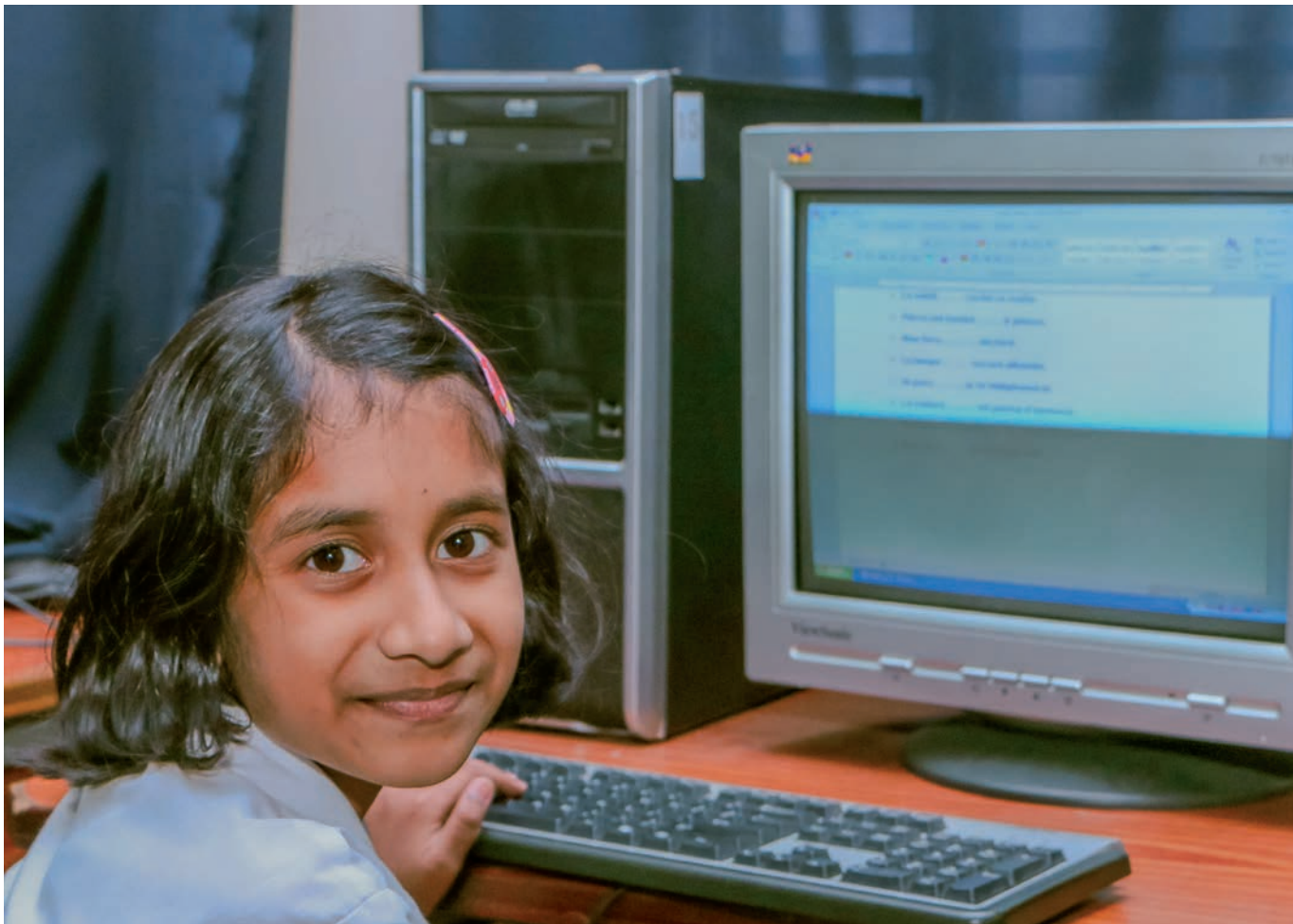
6.1.6 Key Stage 6: Assessment at end of Grade 13

Students following the General Education Stream will take an assessment at the end of Grade 13 leading to A-level/Higher School Certificate or HSC Professional (Level 5 on the NQF). These will allow for entry into

- (i) Tertiary Education Institutions, or
- (ii) Polytechnics, or, again,
- (iii) The labour market



7.0 Modalities for the Lead-up to the Award of the Primary School Achievement Certificate and the National Certificate of Education



7.1 The Primary School Achievement Certificate (PSAC)

Towards the end of primary education, learners take the assessment leading to the award of the Primary School Achievement Certificate (PSAC).

- ◆ Assessment leading to the PSAC will comprise a School-Based Assessment component (SBA).
- ◆ SBA will assess pupils in non-core learning areas and will be introduced in a phased manner.
- ◆ SBA will be competency-based and in congruence with the standards of learning prescribed in the curriculum.
- ◆ SBA will undergo a moderation process by the Mauritius Examinations Syndicate.

7.1.1 Introducing a Modular Approach to Assessment

The PSAC adopts a modular approach that helps to relieve some of the pressure on learners and allows them to concentrate on a limited number of subjects assessed at a given time.

Assessment leading to the PSAC will comprise

- (i) two modular assessments in two core subjects taken at the end of Grade 5 and at the end of Term 2 of Grade 6;
- (ii) and end of Grade 6 assessments in the remaining core subjects as defined below:

Modular Assessment

The modular approach will be used to assess

- Science
- History & Geography.

These will be taken at the end of Grade 5 and at the end of Term 2 of Grade 6. The assessments will be standardized and, in due time, ICT-based.

They will be carried out by the MES.

The results will be banked for the computation of final results.

Assessment at the end of Grade 6

The assessment at the end of Grade 6 will focus on the following subjects only:

- English
- French
- Math

and, where applicable, an optional language (an Asian language / Arabic / Kreol Morisien).

7.1.2 The Grading System

Each core subject will be marked along a grade range of 1 to 6, with grading 1 being the highest (see table below).

The level of competence in non-core learning areas will be described along a 3-point scale as follows:

- ◆ Proficient
- ◆ Intermediate
- ◆ Basic

The Certificate will include the results of both core and non-core learning areas.

The grade aggregate will be based initially on the 4 best core subjects.

In keeping with the stated focus of this reform on the whole person development, it is intended, in due time, to give greater recognition to non-core learning areas.

Grading System of Core Subjects

Numerical Grade	Marks
1	75 and above
2	60 and above but below 75
3	50 and above but below 60
4	40 and above but below 50
5	30 and above but below 40
6	Less than 30

7.2 The National Certificate of Education (NCE)

At the end of the basic education cycle, students will sit for the National Certificate of Education (NCE) assessment. This national assessment at end of Grade 9 will serve for the purpose of promotion to and orientation in Grade 10.

Placed under the overarching principle of Education for Sustainable Development, eight learning areas have been defined in the National Curriculum Framework for Grades 7 to 9, to wit, Languages, Mathematics,

Scientific and Environmental Education, The Arts, Health and Physical Education, Commercial Studies (Accounting, Management and Enterprise Education), Technology/ICT and Social/Modern Studies.

Components of Life Skills, Intercultural Education, Citizenship Education, Sexuality Education and Values Education will cut across these eight learning areas while ICT will be integrated across the curriculum as depicted in Figure 2.

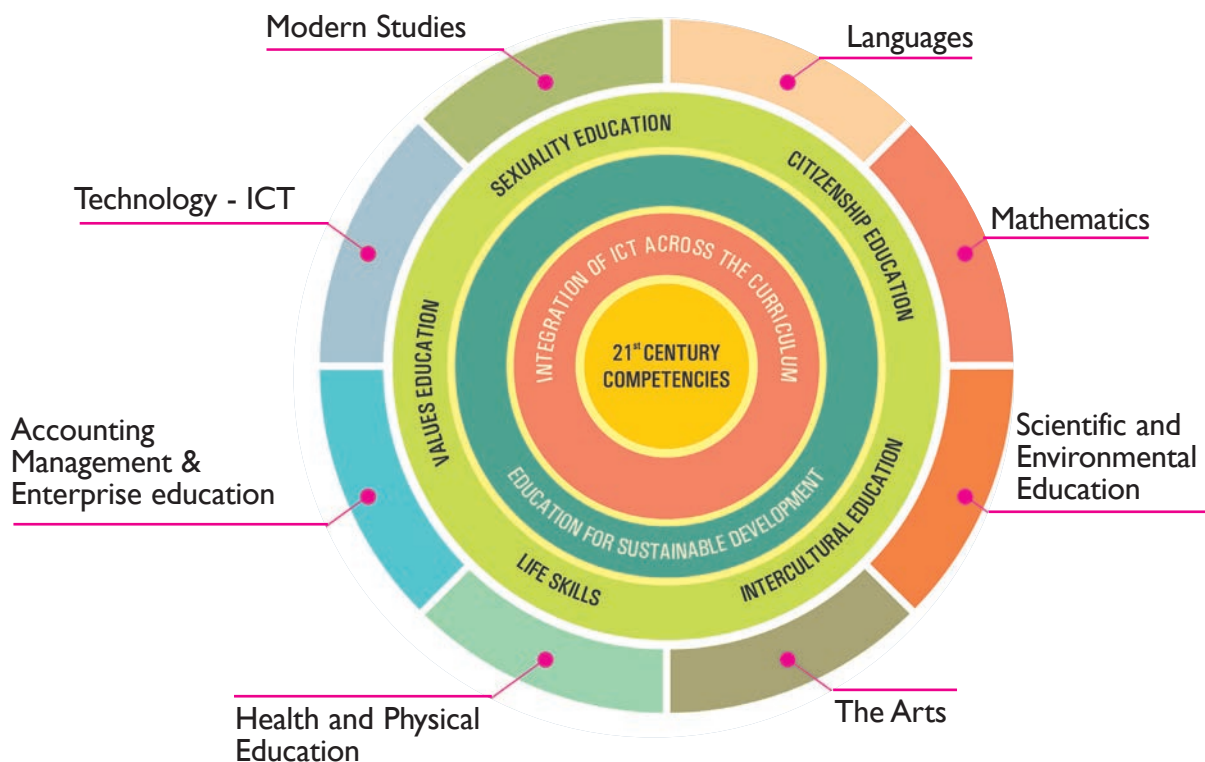


Figure 2 : Learning Areas for the Lower Secondary Curriculum

7.2.1 Learning Areas / Subjects to be assessed

Students will be assessed on a determined number of (i) core and (ii) non-core subjects. The assessment of core subjects will be conducted in the written mode while assessment of the non-core subjects will be school-based.

The list of core and non-core subjects is shown in the table below:

	Core Subjects	Non-Core Subjects
LANGUAGES	ENGLISH	PERFORMING ARTS
	FRENCH	PHYSICAL EDUCATION
	OPTIONAL: ASIAN LANGUAGE/ ARABIC/ KREOL MORISIEN	LIFE SKILLS AND VALUES
	MATHEMATICS	
	SCIENCE	
	TECHNOLOGY	
	COMMERCIAL STUDIES	
	SOCIAL/MODERN STUDIES	
	VISUAL ARTS	

7.2.2 The Grading System

The grading system for the National Certificate of Education will be as follows:

Numerical Grade	Marks
1	85 and above
2	75 and above but below 85
3	65 and above but below 75
4	55 and above but below 65
5	45 and above but below 55
6	35 and above but below 45
7	Below 35

Section 8

8.0 Progression of Students across the System



8.1 Entry in Secondary Schools

The last three years of basic education - Grades 7 to 9 - will be taught in secondary schools.

Transition to Grade 7 will be done on a regional basis in the 4 existing Education Zones.

8.2 Criteria for Admission to Regional Secondary Schools

Transition to Grade 7 will be based on the following criteria:

- ◆ Parental choice;
- ◆ Grade aggregate at the Primary School Achievement Certificate; and
- ◆ Proximity of residence to the secondary school.

8.3 Academies

One of the fundamental aspects of the NYCBE reform is the regionalization of the admission process to secondary schools.

Twelve (12) of the existing secondary schools, most of which currently admit students in Form I on a national basis, will be converted into Academies.

Academies will therefore

- (i) enroll students as from Grade 10; and
- (ii) admit students on a national basis.

8.4 Extended Stream

- ◆ After Grade 6, students who would not have reached the required standard, will still move on to a Regional Secondary school.
- ◆ These students will enter into an extended four-year stream where they will follow the same curriculum as those in the regular three-year Lower Secondary cycle.
- ◆ Provision will be made for a special class in every Regional Secondary school for the extended cycle.
- ◆ Such a class will have a reduced class size for facilitation of learning.

8.5 Vocational Training Centres

The provision of nine years of basic education ensures that those opting to enrol on vocational training programmes have an advanced level of literacy and numeracy as against the case for the current enrollees in the pre-vocational stream. This guarantees the strong likelihood for them to later embark on more rewarding further and higher level courses in technical and vocational education and training.

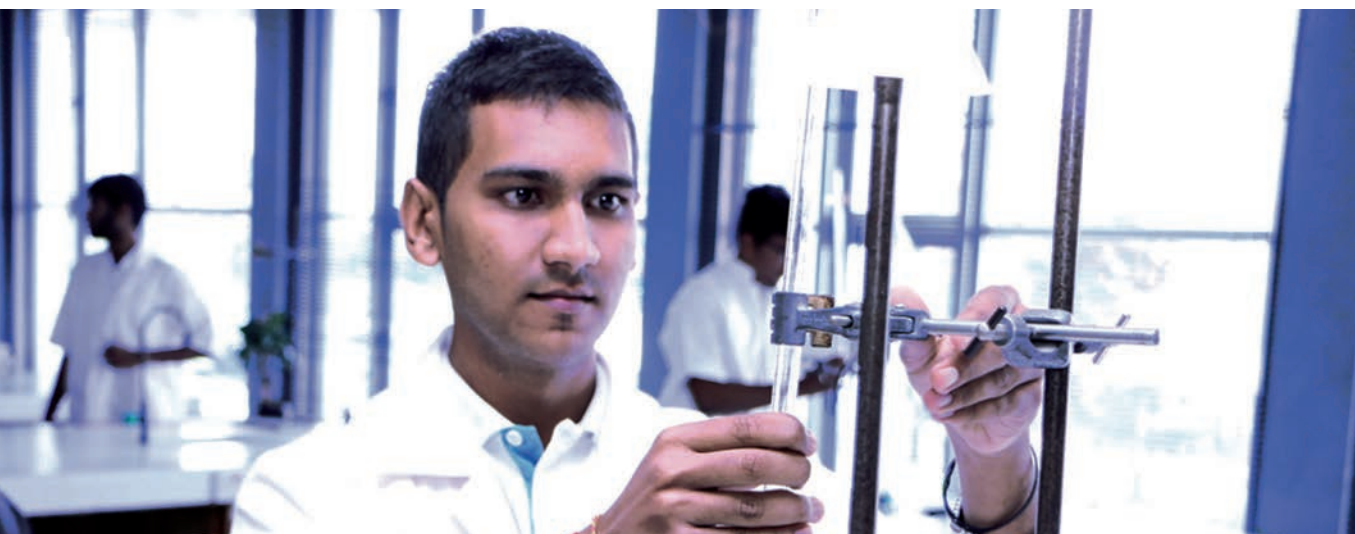
The TVET sector is called upon, therefore, to be revamped with transformations operating at three levels:

- ◆ Infrastructure with state-of-the-art technological equipment.
- ◆ Programmes reviewed for increased relevance to existing and new emerging sectors.
- ◆ Capacity building at all levels.



Section 9

9.0 Institutional Arrangements for Post-Basic Education



Regional Secondary schools running Grades 7 to 9 classes will also offer secondary education up to Grade 13. Students would therefore be able to continue their studies from Grade 10 through to

Grade 13 in the same school where they would have been enrolled in Grade 7.

In addition, two new types of institutions will now figure on the educational landscape for the provision of post-basic education. They are

- ◆ Academies; and
- ◆ Polytechnics

9.1 Academies

Academies will be set up to act as centres of excellence for post-basic education. These will be called upon, in due time and after a proven record, to develop into specialist institutions offering particular fields of study relevant to the socio-economic developmental needs of the country.

- ◆ Academies will run classes from Grades 10 to 13.
- ◆ Admission to Grade 10 will be on a **national basis**, depending upon student performance and aptitude at the National Certificate of Education as well as student preference.

◆ Students from Regional Secondary schools will also have the possibility, after SC/ GCE O level, to seek admission to an Academy for Grades 12 and 13.

◆ Academies will be co-educational institutions.

◆ Academies will enjoy increased autonomy and operate along new management models.

The possibility will also exist for some Private grant-aided secondary schools to become Academies based on their track record and specified conditions.

9.2 Polytechnics



Polytechnic education aims at providing work-ready and high quality diploma holders to accelerate the development of Mauritius into a knowledge-based, skills-driven economy. Polytechnics as post-secondary institutions will thus provide the skills required at technical and middle management level. They will have programmatic flexibility to cater for the changing needs of a growing economy.

Polytechnics will target secondary school leavers for programmes jointly worked out with industry and leading to the award of a diploma in a career-oriented field.

Polytechnic education courses will be delivered at diploma and advanced diploma levels, i.e., Levels 6 and 7 respectively of the NQF.

Successful completion of the diploma level programme will open up access to higher education, but Polytechnics will generally **not be an alternative route to University but rather an alternative to university studies.**

9.2.1 Pathways to Polytechnics

Students wishing to join the Technical Education and Training pathway will access the Polytechnics

- ◆ after successful completion of Grade 11 (in Regional Secondary schools/ Academies)
- ◆ after successful completion of Grade 13 (in Regional Secondary schools/ Academies)
- ◆ after completion of vocational programmes in Vocational Training Centres and after following a Foundation Programme

10.0 System Governance and Accountability

Implementing the NYCBE reform will require a robust governance and management framework for an efficient and effective delivery of the Education and Training mandate.

The current organisational system does not fully lend itself to this objective. Consequently, there is an urgent need for a reorganisation of the education system and making sure that it subscribes to the principles of good governance for increased accountability at all levels.

The existing Institutional framework is made up of

- ◆ the Ministry that establishes clear, ambitious policy goals;
- ◆ the Educational Zones responsible for the implementation and monitoring of the policies; and
- ◆ Schools that are the front-line policy implementers and learning centres.

‘Learning for All’ necessitates an institutional reform and pedagogic change with a greater degree of devolution to the zones and the schools. There has to be a move away from a traditional top-down approach to a bottom-up focus which delegates responsibility to Schools and Zone and expects accountability from both for improved teaching and learning.

The Ministry then can focus on and live up to its responsibility as a policy-maker.

Accordingly,

- ◆ The role of Educational Zones vis-a-vis the Ministry will be redefined and their leadership capacity strengthened.

- ◆ Greater autonomy will be granted to schools to deliver on positive and improved learning/ academic outcomes with more management discretion for curriculum delivery.

- ◆ To ensure ground reality of stated objectives, the role of the Primary Inspectorate body will be reviewed and a strong Quality Assurance will have two clear and distinct functions:

- (i) Support schools for school improvement and
- (ii) Undertake external evaluation of schools.

- ◆ An external evaluation of Teacher Education programmes run by the MIE will be conducted to ensure these are more firmly grounded in the classroom reality.

- ◆ A Centre for Curriculum Development and Research will be set up to inform policy decisions on curriculum and pedagogy.

On the other hand, teachers must also engage their accountability to improve the quality of learning in the classroom. While routine support and guidance will continue to be provided to teachers to improve their pedagogical effectiveness, other motivational components will also be resorted to.

- ◆ Some of the best qualified graduates will be attracted to the teaching profession and provided with proper pre-service training and systematic opportunities for continuing professional development;

- ◆ Schools will be encouraged to identify training needs at their level and facilitate school based in-service training (SBIT);

- ◆ The move will be towards having an all-graduate teaching force;
- ◆ A review of the existing career structure will be undertaken and new pathways created for promotion as a form of incentivisation for teachers to stay longer in the profession;
- ◆ The new career pathways will be based on meritocracy, excellence and tangible deliverables; and
- ◆ A Teachers' Council will be set up to advise, inter alia, on policies regarding staff development.

The bottom line in Education is to ensure that learning is taking place. The different Units in the system have to be held accountable for learning, the more so since Mauritius is called upon to deliver on the 15-year horizon and the 2030 Global Education Goal.

To strengthen the process, a **Monitoring and Evaluation Unit** will be set up at the Ministry for reporting progress at all levels in the education system. Among other things, it will translate stated objectives into performance indicators and set targets, undertake regular quality audits, compare results with targets and report on progress.



Section 11

11.0 Managing the Transition



The new assessment replacing the CPE will be introduced as from 2017 onwards.

As a transitional measure, **pupils of Std V in 2016**, will take

- ◆ the modular assessment in Science and History & Geography in **August 2017**, followed by
- ◆ assessments in English, French, Math and optionally an Asian Language/ Arabic/ Kreol Morisien in **October/November 2017**
- ◆ One non-core subject / learning area (*Communications Skills*) in **2017**

Pupils of Grade V in 2017 will take

- ◆ the modular assessment in Science and History & Geography (Module 1) in **October/November 2017**, followed by
- ◆ the modular assessment in Science and History & Geography (Module 2) in **July 2018**, followed by
- ◆ assessments in English, French, Math and optionally an Asian Language/ Arabic/ Kreol Morisien in **October/November 2018**
- ◆ Two non-core subjects/learning areas (*Communications Skills* and *IT*) in **2017 and 2018**

As from January 2018, there will be **no intake of Grade 7 students** in the 12 schools that will be converted into Academies.

11.1 Synoptic presentation of transitional arrangements

Target Group	Assessment taken in Grade 5	Assessment taken in Grade 6	Admission to Grade 7
Grade 5/ Standard V in 2016	Continue with current practice of Std V examinations in 2016	<ol style="list-style-type: none"> 1. Take a modular assessment in Science and History & Geography in end of August 2017 2. Sit for final assessment in Oct/ Nov 2017 in the remaining core subjects 3. Take a non-core subject/ learning area (Communications Skills) in 2017 	Pupils are admitted to Grade 7 in 2018
Grade 5/ Standard V in 2017	<p>Take a modular assessment (Module 1) in Science and History & Geography in October/ November 2017</p> <p>SBA in two non-core subjects/ learning areas (Communications Skills and IT Skills) in 2017</p> <p>As per current practice for remaining core subjects</p>	<ol style="list-style-type: none"> 1. Take a modular assessment (Module 2) in Science and History & Geography in July 2018 2. Sit for final assessment in Oct/ Nov 2018 in the remaining core subjects/ learning areas 3. Take 2 non-core subjects/ learning areas (Communications Skills and IT Skills) in 2018 	Pupils are admitted to Grade 7 in 2019

11.2 Implementing the Transition

11.2.1 Administrative Arrangements

- ◆ The National Curriculum Framework for the Nine Year Continuous Basic Education and the National Curriculum Framework for Grades 1-6 have been approved by Government in November 2015 and the NCF documents officially launched in December 2015.
- ◆ The Education (Amendment) Regulations and Private Secondary Schools (Amendment) Regulations were promulgated on 21 November 2015 to provide for the organisation and conduct of the PSAC assessment in 2017, the mode of admission to Grade 7 in 2018 and related transitional arrangements and will come into operation on 1 January 2017 [Government Notices No. 227 and 228 of 2015].
- ◆ The Annual Programme for PSAC Assessment 2017 was elaborated in consultation with MES and gazetted in December 2015. The Annual Programme provides for rules and regulations for the organization and conduct of the PSAC Assessment and details out the Assessment Syllabuses for the various subjects to be offered at PSAC Assessment in 2017.
- ◆ The above documents constitute the 2 years' notice before the introduction of the new PSAC Assessment in replacement of CPE in 2017.
- ◆ Amendments have been brought to the Education Act to provide for the implementation of NYS and related transitional arrangements.



12.0 Strategic Framework for implementing NYCBE Reform

Strategic Goal	Performance Indicator and target by 2030	Strategic Actions
All learners leaving the pre-primary sector are ready for a sound primary school experience	All children meet primary school readiness requirements at start of Grade 1.	<ul style="list-style-type: none"> • Review policies and legislation that guarantee the provision of at least one year of compulsory quality pre-primary education • Strengthen coordination among ministries responsible for nutrition, health, social protection and education and stakeholders for integrated multi-sector ECD policies and programmes • Professionalise the ECCE sub-sector by enhancing and monitoring continuous professional development • Strengthen programmes for the early identification of children with/at risk of disabilities and implement timely interventions to minimize developmental delays and to improve inclusion and learning outcomes • Improve school environment for schools to be ready for children and capable of providing developmentally-appropriate teaching-learning opportunities • Review the National Curriculum Framework that will ensure quality holistic early childhood development • Develop and implement an Early Years Assessment Framework to measure learner's readiness for primary school

Strategic Goal	Performance Indicator and target by 2030	Strategic Actions
<p><i>All children complete nine years of basic education and achieve relevant learning outcomes</i></p>	<ol style="list-style-type: none"> 1. All children complete basic education and are ready for upper secondary/ vocational education 2. All children achieve national standards of learning 3. All children emerge from the system as well-rounded individuals 	<ul style="list-style-type: none"> • Elaborate a National Curriculum Framework (NCF) for Basic Education (Grades 1-9) that caters for the holistic development of learners, ensuring quality and relevance including knowledge, skills, competencies, life skills⁵, national and cultural values. • Facilitate the translation of the NCF into a fit-for-purpose set of programmes commensurate with the needs of learners • Develop an adapted curriculum to cater for all abilities including learners with learning difficulties and Special Needs and provide appropriate training for those in the sector (particularly for NGOs) • Introduce an Early Support Programme for in-time remediation • Strengthen the teaching of Science, Math and English (SME) • Establish national standards of learning at critical stages (end of Grade 6 and Grade 9) • Embed ICT-mediated learning across the system and upgrade learning environment to support effective pedagogy including technologically-enabled pedagogy • Develop comprehensive alternative assessment modes, including formative assessment and school-based assessment, to assess pupils on a range of skills beyond the cognitive domain to ensure full-scale implementation of the curriculum • Develop the e-assessment mode for modular assessment • Elaborate a Learner Development Profile to keep track of a student's learning trajectory over the 9-year period.

Strategic Goal	Performance Indicator and target by 2030	Strategic Actions
<i>Universal secondary schooling is achieved (including general education/ vocational education)</i>	All students complete secondary education leading to relevant and effective learning outcomes.	<ul style="list-style-type: none"> • Develop a broad-based curriculum for upper secondary education with increased relevance to the 21st century needs and with a focus on Math and Science • Establish and institutionalise assessment of learning outcomes at various stages to monitor learning achievement • Provide incentives to schools to ensure there is an effective learning environment conducive to retaining learners in school and completing learning cycles • Establish positive linkages between schools and businesses/ Industry • Set up a Regional Scholarship Scheme
<i>Vibrant TVET sector responsive to national economic needs</i>	All graduates emerging from the TVET stream are highly skilled and ready for employment.	<ul style="list-style-type: none"> • Rethink the role and the image of TVET • Review the curriculum and learning environment of TVET institutions to ensure that TVET curricula and training programmes are of high quality and relevant to changing labour market demands along with highly-qualified TVET trainers • Set up a transparent and efficient quality assurance system and strengthen national qualifications systems • Provide an adequate supply of skills at the mid-technician level for emerging economic growth poles • Ensure the provision of further training and lifelong learning opportunities for students not entering tertiary sector • Encourage an increased private sector participation in the provision of fit-for-purpose training

Strategic Goal	Performance Indicator and target by 2030	Strategic Actions
Learners are taught by qualified and trained teachers at all levels in the education system	All teachers are qualified and trained	<ul style="list-style-type: none"> • Move towards teacher excellence • Develop strategies to attract the best qualified and most motivated candidates to teaching and create opportunities for professional growth • Conduct periodic external and independent evaluation of teacher education programmes • Provide all teachers with adequate technological skills to manage ICT and social networks, to adopt ICT-mediated learning • Build capacity of teachers in formative assessment and its utilization for remediation and improvement of learning outcomes • Develop and implement sound capacity building programmes based on training needs and an effective feedback system to support good teaching and teachers' professional development • Strengthen school leadership capacity to improve teaching and learning
Effective education leadership at Ministry, Zone Directorate and school levels		<ul style="list-style-type: none"> • Develop a programme for institutional reform for greater accountability • Set standards for quality in teaching, school leadership and school effectiveness • Set up a Centre for Curriculum Development and Research to inform policy and pedagogical practice • Set up a Teachers' Council to advise, inter alia, on policies regarding staff development • Institutionalise mechanisms for Monitoring and Evaluation, reporting on progress of education reforms • Undertake quality audits of the Ministry • Devolve greater degree of autonomy to schools (including for management models) and Educational Zones • Implement systematic monitoring of schools, self-evaluation of schools and regular external evaluation of schools • Engage in international benchmarking of the education system

13.0 Implementation Plan

Pillars	Strategic Actions	Main Activities		
		2016 - 2020	2021 - 2025	2026 - 2030
<p>Curriculum Development for Basic Education and for Upper Secondary Education</p>	<p>Elaborate curriculum for Grades 1-9</p>	<ul style="list-style-type: none"> Design and elaborate an NCF for the overall development of learners across the 9-year basic education period Design and elaborate an internationally benchmarked NCF for upper secondary (Grades 10 – 13) Broaden the secondary school curriculum for increased relevance to 21st Century needs, including the development of higher-order skills Conceptualise the new pedagogy for 21st Century/ deep learning and produce a manual for teachers on the appropriate pedagogical tools Mount a full-scale teacher education module to facilitate the integration of 21st Century skills in classroom practice 	<ul style="list-style-type: none"> Monitor curriculum implementation to gauge relevance and effective delivery Conduct external evaluation of the Basic Education NCF Review the NCF in the light of evaluation undertaken Evaluate the NCF for upper secondary education Review the NCF in the light of evaluation 	<ul style="list-style-type: none"> Elaboration of new Curriculum Frameworks

		Main Activities		
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Strategic Actions	<p>2016 - 2020</p> <ul style="list-style-type: none"> Set up mechanism at school level to implement the national curriculum 	<p>2021 - 2025</p> <ul style="list-style-type: none"> Build capacity of all schools to develop and document an adapted school curriculum 	<p>2026 - 2030</p>
Curriculum Development for Basic Education and for Upper Secondary Education	Facilitate the translation of the NCF into a fit-for-purpose set of programmes commensurate with the needs of learners	<ul style="list-style-type: none"> Provide digitized contents for more engaged and interactive learning within the classroom set-up Provide training for teachers for increased efficiency in ICT-based delivery Create a digitally-enabled environment in all schools 	<ul style="list-style-type: none"> Maintain and strengthen digital environment in the light of new and innovative educational technologies Conduct evaluation of the use of ICT and its impact on student learning 	<ul style="list-style-type: none"> Fully embed digital technology across the schooling system
	Embed ICT-mediated learning across the system			
	Cater for holistic development of learners	<ul style="list-style-type: none"> Prominently position the holistic education component in the NCF for Grades 1-9 Translate the holistic education aspects (Citizenship, Values, The Arts, Health and Physical Education ...) into cross-school activities Recruit and train Holistic Education Teachers 	<ul style="list-style-type: none"> Evaluate Holistic Education Programme (HEP) Scale up HEP Have holistic education firmly grounded in school life as part of the taught and hidden curriculum 	<ul style="list-style-type: none"> Design and put in place instruments to assess holistic development of learners

Main Activities				
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Strategic Actions		<ul style="list-style-type: none"> Anchor Remedial Education in the basic education system Evaluate the Early Support Programme 	<ul style="list-style-type: none"> Implement strategies for gifted and talented learners
		<p>Cater for all abilities including learners with learning difficulties and Special Needs</p>	<ul style="list-style-type: none"> Adapt curriculum contents to suit the needs of learners with SEN and those with learning difficulties Introduce Early Support Programme as from lower primary Adapt curriculum for the four-year Extended Stream in lower secondary Recruit and train Support Teachers Training of pre-vocational Educators for reorientation 	<ul style="list-style-type: none"> Develop creative and interactive programmes, including ICT-based ones for increased exposure of learners Upskill teachers through increased exposure to Science, Math and English language as well as new pedagogical approaches Make of knowledge of Science, Math and English as part of a survival kit for every learner
	Strengthen the teaching of Science, Math and English (SME)		<ul style="list-style-type: none"> Sustain and improve upon SME activities 	<ul style="list-style-type: none"> Benchmark SME proficiency against international standards
Curriculum Development for Basic Education and for Upper Secondary Education				

		Main Activities		
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Professional Development			
Strategic Actions	Improve teacher quality through professional development	<ul style="list-style-type: none"> Create a diversity of CPD platforms (SBIT, mentoring, networking, mixed-mode – face-to-face/on-line...) to enhance pedagogical capabilities of teachers, based on training needs analysis <ul style="list-style-type: none"> - in formative assessment and its utilization for remediation and improvement of learning outcomes - to address challenges of students with behavioural problems Increase digital proficiency of teachers Construct intra and inter-school networks and establish communities of practice Set up Teachers' Resource Centres, one in each Educational Zone Set standards for quality in teaching Specifically focus Teacher Education Programmes on Science, Technology and Math 	<ul style="list-style-type: none"> Develop strategies to attract the best qualified and most motivated candidates to teaching 	<ul style="list-style-type: none"> Attract top 30% of graduates to the teaching profession

		Main Activities		
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Strategic Actions			
		<p>Develop comprehensive alternative modes of assessment to assess pupils on a range of skills beyond the cognitive domain, hence ensuring full-scale implementation of the curriculum</p>	<ul style="list-style-type: none"> Develop an Assessment Framework to gauge learning achievement at the key stages of schooling Introduce new assessments – PSAC and NCE, at the end of Grades 6 and 9 respectively Introduce school-based assessment to capture overall levels of competencies as part of holistic education Introduce modular mode of assessment initially for Science and History & Geography 	<ul style="list-style-type: none"> Increase the range of learning areas for holistic education through SBA Elaborate a Regional Scholarships Scheme for regional secondary schools
	<p>Establish national standards of learning at critical stages</p>	<ul style="list-style-type: none"> Define national standards of learning for English, Math and Science at the end of Grade 6 and Grade 9 Set targets for improving learning achievement 	<ul style="list-style-type: none"> Define national standards of learning for holistic education 	
	<p>Develop the e-assessment mode for modular assessment</p>	<ul style="list-style-type: none"> Piloting phase embarked upon Gradual scaling up of e-assessment 	<ul style="list-style-type: none"> Institutionalise e-assessment mode 	<ul style="list-style-type: none"> Extend e-assessment mode to cover other learning areas

Main Activities				
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Strategic Actions			
Assessment	<p>Elaborate a Learner Development Profile (LDP) to follow progress of each learner</p> <p>Rethink the role and the image of TVET</p>	<ul style="list-style-type: none"> Produce a duly-validated repertoire of competencies for each subject (core and non-core) and for each grade Action the LDP in all schools 	<ul style="list-style-type: none"> Fully embed LDP in the primary schooling system 	<ul style="list-style-type: none"> Extend LDP to lower secondary
Technical and Vocational Educational and Training		<ul style="list-style-type: none"> Establish close linkages between training centres and businesses/ Industries for greater employability of TVET graduates Review the curriculum with ongoing involvement of industry for (i) greater programmatic relevance to changing labour market demands and (ii) integration of employability skills in core curriculum content Enhance the learning environment and equip training centres with state-of-the-art technology Set up model training centres Upskill leaders and trainers of training centres through continuous professional development Establish pathways to promote the attractiveness of the TVET sector to students in the Secondary General Stream 	<ul style="list-style-type: none"> Engage in international benchmarking of the TVET system Conduct external evaluation of the curriculum and training dispensed and review of same in the light of evaluation Make TVET an attractive career for qualified / professional trainers 	<ul style="list-style-type: none"> Establish a fully modernized and equity-based skills development TVET sector

		Main Activities		
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Strategic Actions	<ul style="list-style-type: none"> Embed and institutionalize Polytechnic Education into the training landscape as an alternative to tertiary education Create enabling conditions for an increased private sector participation in the provision of fit-for-purpose training Review periodically the National Skills Strategy to prevent skills slow down 	<ul style="list-style-type: none"> Undertake a needs assessment for the expansion of Polytechnic Education Sustain the competitive edge of the labour force through regular upgradation of training programmes 	<ul style="list-style-type: none"> Institutionalise a lifelong training mindset
Technical and Vocational Educational and Training	<p>Provide an adequate supply of skills at the mid-technician level for emerging economic growth poles</p> <p>Set up a transparent and efficient quality assurance system and strengthen national qualifications systems</p>	<ul style="list-style-type: none"> Elaborate and implement a Quality Assurance Framework Implement new policy for qualification development Upgrade the Recognition of Prior Learning Framework to include new fields 	<ul style="list-style-type: none"> Benchmark TVET National Qualifications against international/regional qualifications frameworks 	<ul style="list-style-type: none"> Work towards making of TVET sector a reference point in the region

		Main Activities		
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Strategic Actions	<ul style="list-style-type: none"> Set up a National Advisory Body on education policy formulation and on the impact of policy actions Create a platform for Education Zones to contribute to policy formulation including that pertaining to school improvement Set up a Centre for Pedagogical Research Conduct periodic external and independent evaluation of teacher education programmes 	<ul style="list-style-type: none"> Undertake quality audits of the Ministry and its several institutions Set up a Centre for Curriculum Development and Research to inform policy and pedagogical practice 	<ul style="list-style-type: none"> Improve public /community perception of schools
		<ul style="list-style-type: none"> Develop a programme for institutional reform for greater accountability 	<ul style="list-style-type: none"> Set up a Monitoring & Evaluation Unit for reporting on progress of education reforms Strengthen capacity of QAID for: (i) supporting school improvement strategies; and (ii) whole school inspection. Implement systematic monitoring of schools and facilitate their self-evaluation processes 	<ul style="list-style-type: none"> Undertake regular impact evaluation of intervention programmes Conduct regular external evaluation of schools
	System Governance and Accountability	<ul style="list-style-type: none"> Institutionalise mechanisms for Monitoring and Evaluation 		

Main Activities				
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Strategic Actions	<ul style="list-style-type: none"> • Education Zones assume more responsibility for teaching and learning • Formulate guidelines Document for greater effectiveness in Zone Management • Develop and implement School Appraisal model and create a reward mechanism for innovative school leaders and teachers • Develop a scheme for grants to schools for innovative measures adopted and demonstrating successful outcomes • Formulate a Governance Model for management of Academies 	<ul style="list-style-type: none"> • Instill a results-oriented mindset and accountability for learning among schools • Institutionalise the Governance Model of Academies 	<ul style="list-style-type: none"> • Institutionalise a performance bonus mechanism for teachers and Heads of Schools • Transform Academies into specialist institutions
		<ul style="list-style-type: none"> • Devolve greater degree of autonomy to schools and Educational Zones 	<ul style="list-style-type: none"> • Set standards for Leadership for greater school effectiveness • Design and develop new training module to strengthen school leaders management skills 	<ul style="list-style-type: none"> • Provide incentives to schools to create effective learning environments to retain learners in schools for successful completion of learning cycles
System Governance and Accountability				
	Strengthen School Leadership Capacity			

		Main Activities		
		2016 - 2020	2021 - 2025	2026 - 2030
Pillars	Strategic Actions			
	Move towards teacher excellence	<ul style="list-style-type: none"> Design and put in place new career paths for teachers (including Support and Holistic Education Teachers) for greater opportunities for professional growth Set up a Teachers' Council to advise, inter alia, on policies regarding teacher professionalization Set up Teacher Resource Centres, one in each Education Zone, as a place for the professional learning community to meet and for professional development activities Set standards for quality in teaching 		<ul style="list-style-type: none"> Teachers develop expertise in elaborating and delivering a school curriculum, in the use of novel pedagogies and mentoring as well as in the effective evaluation of learning outcomes
	Engage in international benchmarking of the education system	<ul style="list-style-type: none"> Pave the way for participation of schools in international student assessments 	<ul style="list-style-type: none"> Use findings for learning improvements 	<ul style="list-style-type: none"> Make Mauritius compare favourably with best performing countries
Communications	Develop and implement a Communications Strategy for effective implementation of NYCBE reform	<ul style="list-style-type: none"> Devise appropriate and in-time communication tools for an effective buy-in for a diversity of audiences 	<ul style="list-style-type: none"> Reinforce and sustain the commitment of stakeholders to the reform agenda 	



Inspiring every child

